St. John the Evangelist Catholic Academy
Curriculum Overview Year 5

Religious Education						
	Autumn i	**Autumn ii**	**Spring i**	**Spring ii**	**Summer i**	**Summer ii**
Year 5	Creation Miracles and the Sacrament of the Sick **P.S.H.E.** **Relationships** **Living in the Wider World**	Advent Christmas	Baptism Parables and Sayings of Jesus **P.S.H.E.** **Living in the Wider World**	Lent Holy Week **P.S.H.E.** **Relationships**	Easter Pentecost	The Work of the Apostles Marriage and Holy Orders **P.S.H.E.** **Relationships**
Objectives	**Creation:** Know that there are two stories of Creation in the Book of Genesis; Understand what being made in the image and likeness of God means and the responsibility to use our God given talents; Know some reasons for praising God the creator of the world.	**Advent:** Know and understand that Christians prepare to remember the first Coming of Christ and prepare for his Second Coming during Advent. Know and discuss the messages of those who have proclaimed the coming of Christ.	**Baptism:** Be able to reference Gospel accounts of the Baptism of Jesus. Be able to describe, sequence and explain many of the signs, symbols and actions in the Sacrament of Baptism.	**Lent:** Know that Lent is a season of change for Christians to become more like Christ. Understand some things that damage human relationships and the consequences of giving in to temptations that are wrong. Recognise that the Sacrament of Reconciliation is the Church's celebration of God's forgiveness of sin.	**Easter:** Know that the Easter Vigil is the Church Celebration of the Resurrection of Christ. Know the structure of the Vigil and understand the meaning attached to some of the symbols used during the Vigil. Be able to discuss the importance of Christian belief in eternal life.	**The Work of the Apostles:** Have a knowledge of the work of the Apostles after Pentecost. Understand some reasons why they were so keen to proclaim the Resurrection of Christ to the world.

	Miracles and the Sacrament of the Sick: Know a number of miracles of Jesus and identify how his actions brought change to people's lives. Know about some places of pilgrimage and prayer for the sick. Understand that the Sacrament of the Sick is an important celebration for those who are ill.	**Christmas:** Know the main features of the Christmas Story and understand some of the difficulties faced by different characters in the story.	**Parables and Sayings of Jesus:** Know some important Parables and Sayings of Jesus. Understand the Kingdom of God was part of the language Jesus used to explain his preaching about welcoming and accepting God's presence through him. Be able to think of some ways in which the Church lives out this teaching of Jesus.	**Holy Week:** Know many of the events of the last week of Jesus' life. Understand the reasons why some people wanted to kill Jesus. Know the story of the Passover and recognise key links between this story, the Last Supper, and the celebration of Mass.	**Pentecost:** Know about the transformation of the Apostles of Jesus through the gift of the Holy Spirit. Know that the Holy Spirit is included in the Church's belief in the Holy Trinity. Be able to discuss some of the qualities of the Holy Spirit.	**Marriage and Holy Orders:** Know that Marriage and Holy Orders are Sacraments of Commitment. Recall the promises made in Marriage and key tasks of the Archbishop, Priests and deacons. Be able to explain the meaning of the Body of Christ as a term for roles and responsibilities in the Church.

Science						
Working scientifically to be planned for throughout the year. Create an observation station to cover objectives linked to "Seasonal Changes" and provide opportunities for consolidation of objectives covered in focus areas. **1)** planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary **2)** taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate **3)** recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs **4)** using test results to make predictions to set up further comparative and fair tests **5)** reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations **6)** identifying scientific evidence that has been used to support or refute ideas or arguments.						
	Autumn i	**Autumn ii**	**Spring i**	**Spring ii**	**Summer i**	**Summer ii**
Year 5	Properties and Changes of Materials		Forces	Earth and Space	Animals, including humans All living Things and their Habitats **P.S.H.E.** **Health & Well-Being** **Relationships** (Link with PSHE/ School nurse to visit/ Children to complete First Aid course.)	**Whole School topic Linked to the work of a famous scientist.**
Objectives	compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution		explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water	describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth	**Animals, including humans:** describe the changes as humans develop to old age. **All living Things and their Habitats:** describe the differences in	

	▯ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ▯ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ▯ demonstrate that dissolving, mixing and changes of state are reversible changes ▯ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	resistance and friction, that act between moving surfaces ▯ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	▯ describe the Sun, Earth and Moon as approximately spherical bodies ▯ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	the life cycles of a mammal, an amphibian, an insect and a bird ▯ describe the life process of reproduction in some plants and animals.	

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History

	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 5	Ancient Greeks		Whole Key Stage Local Study Project (The Pottery Industry and Coal – Mining.)		Britain's Settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
Objectives	Ancient Greece – a study of Greek life and achievements and their influence on the western world		A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.		This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066	

Geography
Location Knowledge: Use display in hall to encourage children to locate places within the U.K. and the Wider World (First News)

Create Weather Station in Key Stage 2 playground.
Geographical Skills and Fieldwork:
Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied
Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.
Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	Autumn i	**Autumn ii**	**Spring i**	**Spring ii** P.S.H.E. Living in the Wider World	**Summer i**	**Summer ii**
Year 5	Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban.			**Link with Earth and Space topic:** Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day **Fairtrade Topic** Compare a region in UK with a region in S. America with significant differences and similarities. Learn about trade between UK and Europe and ROW. Fair/unfair distribution of resources.	Linking with History, compare land use maps of UK from past with the present, focusing on land use. Types of settlements in Viking, Saxon Britain linked to History	
Objectives	**Locational knowledge**		.	**Locational Knowledge**	**Locational knowledge**	

	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;			Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** understand geographical	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. **Human and physical geography** Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food,	

	Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;			similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	minerals and water	

Computing

The following objective will be taught through all topics:

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

P.S.H.E.: Health & Well- Being (There will be a particular focus on cyber-bullying, accessing safe sites, use of social networks and ensuring children are able to employ appropriate strategies to keep themselves safe.)

	Autumn i	**Autumn ii**	**Spring i**	**Spring ii**	**Summer i**	**Summer ii**
Year 5	Programming (We game developers)	Computational Thinking (We are cryptographers)	Creativity (We are Artists)	Computer Networks (We are web designers)	Communication/ Collaboration (We are bloggers)	Productivity (We are architects)
Objectives	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; Use logical reasoning	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ; Create and debug simple programs; Use logical reasoning to predict the behaviour of simple programs	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

	to explain how some simple algorithms work and to detect and correct errors in algorithms and programs					

Art and Design
Throughout the year children will have the opportunity to produce a painting, a sculpture/3D model/ drawing (pencil/charcoal)/Printing/explore the work of an artist(s)

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.						
	Autumn i	**Autumn ii**	**Spring i**	**Spring ii**	**Summer i**	**Summer ii**
Year 5		Greek Pottery Designs		William Morris /Plant life Patterns (drawings)	Press Print – Space theme Van Gogh – "Starry Night"	
Objectives		To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].		To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history.	

Design and Technology						
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].						
	Autumn i	**Autumn ii**	**Spring i**	**Spring ii**	**Summer i**	**Summer ii**

Year 5	Bread Making		Mechanisms - bridges			Health Meal (Cooking objectives) **P.S.H.E.** **Health & Well-Being**
Objectives	**Design** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make**		**Design** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make**			**Design** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make**

	• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider		• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider			• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider

	the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world.		the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series			the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world **Cooking & Nutrition** understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared,

			circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.			caught and processed.

Physical Education
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 5	Gymnastics Swimming P.S.H.E. Health & Well-Being Relationships	Net/Wall Games Swimming P.S.H.E. Health & Well-Being Relationships	Dance Swimming P.S.H.E. Health & Well-Being Relationships	Invasion Games Fitness P.S.H.E. Health & Well-Being Relationships	Handball Sports P.S.H.E. Health & Well-Being Relationships	Athletics Sports P.S.H.E. Health & Well-Being Relationships
Objectives	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Take part in outdoor and adventurous activity challenges both individually and within a team. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and	Perform dances using a range of movement patterns. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations. Compare their	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defendin.g Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Use running, jumping, throwing and catching in isolation and in	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking

	breaststroke]. Perform safe self-rescue in different water-based situations. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	breaststroke.] Perform safe self-rescue in different water-based situations. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	performances with previous ones and demonstrate improvement to achieve their personal best.	combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Music

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 5						
Objectives	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.					